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JOURNAL OF EDUCATION

The National School Weekly

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VOL. CXIV, NO. 9 BY THE YEAR, $3.00

Regarding This Space

IN line with other improvements in the Journal of Education, the advertisement which for so many years has occupied a portion of our front cover, will henceforth be found each week in the body of the magazine. We take this opportunity to express to the American Book Company our appreciation of its courtesy in yielding the traditional position. In the present issue, the announcement of this firm will be found on page 196.

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Historic Linking of East and West HOWARD R. DRIGGS

High School Faculty Conferences EVERETT V. PERKINS

Training the Sympathies ERNEST A. LEGG

Character Workshop JOSEPH B. EGAN

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

A Nobler Civilization

AMERICAN education — parental, parochial, public and private — is promoting a nobler world-wide civilization, domestically, socially, economically, and civically, than was ever prophesied.

Public and parochial elementary schools have the most important immediate opportunity to promote a nobler world-wide civilization.

The Office of Education and the National Education Association have the greatest responsibility for active leadership in the new elementary education.

Parent Teachers are organized for effective promotion of parental education.

Parochial education is efficiently equipped for immediate service in elementary education.

Academies, seminaries, and other private schools are abundantly financed and professionally standardized for meeting the new requirements for the promotion of the nobler civilization.

Absolute tolerance, universal devotion, and unreserved conservation of American education will make this school year one of greatest service to civilization the world has ever known.

Deflation of Academic Degrees

ONE startling revelation of depression in education is the deflation in academic degrees. In the decade, 1920 to 1929, the country ran wild in harvesting academic degrees. Men chased doctorates and women chased masterates until President A. Lawrence Lowell of Harvard said the Declaration of Education should read: "Every American youth is entitled to life, liberty and a Ph. D."

Every college commencement broadcasts its array of honorary degrees showered upon those who have revealed greater success without academic distinction than the multitude with college degrees.

Florence Hale's Vision

THE president of the National Education Association sees American education — parental, parochial, public and private — carry civilization through the present deflation to greater civic, economic, and social heights in every country on every continent than have ever been known.

The present discomfort is caused by the inflation of 1920 to 1929, when it was easy to vote money for anything, easy to sell stocks and bonds that were fictitious to the mighty whose wealth was fictitious.

Miss Hale has no fictitious education stocks and bonds to palm off on teachers, parents, boys and girls.

She has sublime faith in boys and girls, in the American family, the American people, and the American teachers.

Miss Hale will not try to have a big subject for her Atlantic City meeting next July, nor a few big speakers, nor few massive audiences. If she plays true to her practices in all of her attainments she will do as she did at Los Angeles, when she received 1,049 of the 1,057 votes of the common people, instead of having the eight majestic scholastic characters.

If she plays the game as she has played every professional and personal game, she will devote this year to the discovery of the teachers in country schools, in elementary grades, in church schools, in family life.

Miss Hale will have the big achievements of everyday teachers, principals, and superintendents, told by people who can tell the new things, or old things done in new ways, and stop when they have told it.

The chain stores have more influence over retail business than any billionaires. These cash and carry stores have been midgets to the mighty financiers.

No man is so mighty that he is not very uncomfortable when he is at the mercy of midgets.

Neither Morgan, Mellon, nor any financial authority in England, Germany, or France was able to restore prosperity by the gold standard or any economic wisdom until they accepted universal tolerance.

Passing of C. T. C. Whitcomb

CHARLES T. C. WHITCOMB, who had been identified with educational interests for many years, died suddenly at his home, 34 Fairview Avenue, Arlington, on October 1. He was a native of Thomaston, Maine, and his parents were John G. and Mary J. (Fountain) Whitcomb. He was graduated from Amherst College in 1882. Following his graduation he became an educator, being the first principal of the Somerville English High School, and also identified with the Latin School in that same city. Subsequently he went to Brockton and there became high school principal. He also was twice president of the Massachusetts Headmasters' Club, president of the New England Institute of Instruction, and Past Commander of the DeMolay Commandery.

At the time of the Panama Pacific Exposition in California he went to that state to be in charge of the educational exhibit sent from Massachusetts. Following the Fair he returned East, and at the time of his death was associated with Houghton Mifflin Company, which he has represented for several years in Massachusetts, Rhode Island, and Connecticut.

"Money Management Method"

MONEY management by individuals and families must be the ultimate solution of the problems of business misfortunes, just as wise money management of nations individually must be the solution of world mismanagement.

Bankers of New York and Paris brought $400,000,000 to the relief of Great Britain in thirty-six hours when they were satisfied with the money management of the British government. This was brought about by telephoning and telegraphing.

No one signed on the dotted line. There was no handshaking, no personal magnetism. All that was needed to save world financing for a year was the confidence of bankers, who had $400,000,000 at command, in the money management of the greatest government the world has ever known.

Florence Barnard, of Brookline, Massachusetts, the first manager of Economic Education throughout a public school system, has succeeded—after more than a decade of intensive study and efficient demonstration by experimental activities—in producing "Money Management Method," published to sell at slight cost by Milton Bradley Company, Springfield, Massachusetts.

This material consists of a *Key* and Achievement Tests for elementary, secondary, and college students, and adults; has reduced the problem of money management to a simple science; and has world-wide possibilities of doing for millions of American children and youth, and billions of civilized children and youth, all that J. P. Morgan and associate bankers of New York and Paris have done for families of the world in 1931, and will do in 1932.

Agnes Samuelson

AGNES SAMUELSON, state superintendent, Iowa, has developed national leadership in modern education which places her among the leading women professionally and nationally. She is recognized by the women in education as one of their leaders, and at the same time she has the confidence of the statesmen of today in the Middle West especially.

Belding's Page

Maintain School Standards

TEACHERS' salaries have been a good many years reaching an amount which even approximately represents the worth of teachers to the rest of society. To slash those salaries at the present time, because of temporary business conditions, will be to set the clock backward and to prepare the way for a return of working conditions which were inimical to the welfare of the boys and girls for whom the schools exist.

Teachers average to have several years more of professional training than they had a dozen years ago. They are worth that much more to the communities which hire them.

Grasp the present opportunity to obtain and hold the best teachers that can be had for the prevailing salaries. The hour is one for discriminating selection of personnel rather than for indiscriminate reduction of pay.

Unless there has been palpable extravagance in school expenditures, the cutting of school budgets may prove the falsest kind of economy. Some lowering of costs has already occurred by reason of falling prices. These savings can be taken advantage of. But any curtailment of the spending which is needful to give American childhood and youth a better and better development of mind and character, will be indeed a grievous fault and grievously shall tomorrow answer it.

Divine Discontent

SMUGNESS is stagnation. When a schoolmaster arrives at the beatific state of mind which renders him satisfied with his school and all it is doing; when he regards all his teachers as perfect and all the work with individual pupils as entirely commendable, the schoolman is in a hopeless rut and needs to be shaken out of it lest he fall asleep and be run over by the chariot of time.

No school has ever yet reached perfection. The best schools are only approximations of what they are endeavoring to become.

The earnest, industrious, high-purposed schoolman is forever striving for greater effectiveness. Never does he cease striving. Side by side with the workers who are forever ambitious to do better work, there are shirkers whose sole ambition is to get by with as little work as possible. If our tenure laws have resulted in encouraging the latter class of instructors and administrators, these laws have done an immense disservice to childhood and youth.

School officers make a grave mistake when they resent the suggestions and criticisms of patrons of their schools. If the suggestions and criticisms are based upon false information, the wrong impression can usually be removed by a statement of the facts. But to close one's ears to all complaints is to be a stumbling-block in the way of improvement.

If education represents anything in the world it represents improvement; the spirit which has enabled humanity to emerge from the forest and the jungle into whatever of civilization it has yet attained. Failure to improve is a denial of education.

Patriotism Not Forced

ONE of the lessons every American school should teach is patriotism. How shall this be done?

The answer must be: "Through the emotions rather than the intellect."

No person ever yet loved his neighbor because he was ordered to do so, or because arguments had been presented to convince him that he ought to do so. No one ever loved his country, sincerely and deeply, by reason of commands or logic.

Forms and ceremonies, such as saluting the flag, do not always produce the desired effects upon the pupils who participate. Such ceremonies may breed only hypocrisy. Taking the oath of allegiance may be only a lying lip service.

Patriotism may be engendered by example. It may be caught by contact with those who really have it. A teacher who is truly devoted to the country and its institutions and is willing to make sacrifices on their behalf, may inspire patriotism. Songs that uplift the heart and conjure fondness for home and homeland may become a medium for the development of loyalty. Military airs have a strange fascination and an undoubted influence upon the emotions, possibly with less danger of making people militaristic than some would have us believe.

The bible of patriotism is "The Man Without a Country." What American can read that book without coming away a better citizen?

Patriotism is an attitude of mind, a disposition to add to the honor and glory of one's native or adopted land. Patriotism manifests itself in practical ways: in these times it may consist in carrying out some business policy which aids employment or puts money into circulation.

No routine habit of flag waving and no mere repetition of formulas or pledges has ever produced that loyalty to one's fellow members of the social order which is the essence of patriotism.

Anson W. Belding

Associate Editor.

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland
Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

IV—When Parents Visit School

"The average parent does not feel welcome at school. . . . We are accustomed to have the pupils look up to us for wisdom and guidance, and, curiously enough, we tend to betray this same attitude toward parents."

DURING the last several years I have met discussion groups of parents in more than half the states and, in answer to my radio addresses, magazine articles, and daily syndicated newspaper column, I have read many thousand letters from parents, from every state and from various parts of Canada. From these contacts I have picked up a few impressions which I shall pass on here for what they may be worth. Such impressions lack objectivity, of course, and therefore are inevitably colored by the observer. This fact the discriminating reader naturally will keep in mind.

In the first place, it should be noted that the kind of parent who attends a public conference on parenthood, and who writes, analyzing out his problems, pretty clearly is not of very low grade intelligence. Of those whom I have conferred with personally a goodly number are college graduates. Many of them say they think they have bright children, and a few support their belief by objective evidence. Anyway these impressions are not picked up from feeble-minded parents.

A great many parents are enthusiastic over the teachers of their children, particularly over the teachers of the lower elementary schools. A good many complain about junior high and senior high teachers. Of course, it may be possible that such parents and their children only begin to grow aware of their problems at adolescence, I have a notion there are other reasons.

It is surprising how many parents believe that teachers of the upper elementary grades, junior and senior high school have small human interest in their pupils and very little consideration for the parents. Very widely there prevails the belief by parents that these teachers don't want to be bothered by parents, even by those who come to school to learn about it and their children's work; that a good many teachers, and some principals, act as if they wish there were no parents. Parents really are quite necessary. Furthermore, most of the teacher's salary is paid by parents.

If my impressions gathered from teachers are correct, many of them who recognize that parents are necessary, believe that parents have no business knowing about the school or of coming to the school to acquire such knowledge. "Let parents mind their own business and we will mind ours" often is the attitude. Unfortunately, most parents who come to school do so to register complaint, not always doing it with discretion. From these few parents the rest of us parents have to bear the burden of a bad reputation. In like manner the few teachers who are very untactful in meeting parents create a bad reputation which tends to spread unjustly to all other teachers.

Why don't more parents of children who get on well at school make contacts with the teacher? There are numerous reasons. For example, children of the junior and senior high school beg their parents to stay away from school lest they may be thought of as meddlesome or as having children in trouble at school. The average parent does not feel welcome at school, even though he is told he should.

We teachers, like other human beings, betray our attitudes more or less unconsciously. We are accustomed to have the pupils look up to us for wisdom and guidance and, curiously enough, we tend to betray this same attitude toward parents.

Charles Lamb, in an essay on the schoolmaster, notes that he is spotted as "teacher" in a miscellaneous social group, because, having been accustomed to take a patronizing attitude toward pupils, expecting them always to defer to him, he is shocked and embarrassed when from other adults he does not enjoy such response. He, therefore, suffers from self-consciousness and feelings of inferiority. (Lamb did not use the latter term.) I have a notion that Lamb hit upon the basic, psychological explanation of why so many men and women instructors bear the teacher brand everywhere they go.

Without knowing it, the average teacher is dis-

posed to take a patronizing attitude toward all parents of her pupils, sometimes acting and talking to these parents as if they had the minds of a three-year-old. An occasional one has; but not all parents are feeble-minded just because they happen to be parents. This point might be a good one for the professor of psychology to bring out in his classes of prospective teachers. It seems to have been omitted from textbooks.

If my observations are correct an occasional parent has had enough "brains" to graduate from college. A few, indeed, seem smart enough to earn a certificate to teach. Apparently the teaching profession has not corralled all best minds. The other professions have also attracted some. And then it is possible that there are a few fairly intelligent people not engaged in any of the professions, who are also parents.

Perhaps it would be a safe rule for a teacher always to assume that parents represent a pretty fair cross-section of humanity and to act accordingly. Teachers are supposed to know some of the basic principles of psychology, one of which is that every person likes to feel he amounts to something, that he is somebody, that he has an individuality and personality worthy of respect. Anything we do or say, therefore, to another person which recognizes this fundamental urge makes him feel at ease, makes him like us and respect us. Anything we do or say to the contrary causes him to feel uncomfortable, to dislike us and to lose respect for us.

No teacher can do most for a pupil whose parents dis-esteem that teacher or feel no positive admiration for her. Assuming that every teacher wants to be as efficient as is possible for her to be, then she is going to cultivate a wholesome attitude in herself toward the parents of her pupils.

She is going to assume that every parent is a personality to be respected regardless of the amount of formal education which that parent has enjoyed; that book knowledge is a very narrow and uncertain gauge of education; that practically every parent has a fund of experience worthy of the teacher's honor and recognition. Under no consideration is she going to allow herself to take a patronizing attitude toward the parent. She, instead, is going to make each father and mother feel he is grown up and has a sacred, individual personality.

There is an occasional teacher who has enough humility, learning attitude and refinement to bring out the best in parents in her presence, with the consequence that she by contacts with them always is enriching her interests, points of view and knowledge.

None of us really knows very much; but if we are able to maintain a learning attitude all the time in the schoolroom and outside of it we could actually increase our wisdom and get added satisfaction from awareness of our constant growth. It might do us good to pray fervently and often for more humility.

They Say

PROFESSOR WILLIAM LYON PHELPS:—

"I have seen many librarians worried because boys and girls take out cheap and ridiculous melodramatic stories, but it is a great deal better for them to read trash than not to read anything."

WILLIAM JOHN COOPER, U. S. Commissioner of Education:—

"One of the difficulties with American business today is that it has the men who dropped out of school rather than the men with the brains who could do the school work. . . . If American business and American capitalism are to survive in the face of the competition with Russia and Bolshevism, and thereby preserve individual American liberty, they must do it by a changed attitude from self-interest and the accumulation of money as a measure of personal success to an attitude of social service in which capital and labor work together for the good of the entire American nation."

DR. NATHAN KRASS, Rabbi of Temple Emanu-El:—

"America in the last few years has been so busy building up material things that it has overlooked the cultural aspect of education. The professor of Greek in our universities is on the same level as the man who teaches janitors how to use dustpans. We have so much in the university that does not belong there. People should not confuse the high idealism of culture with everything else in life. Democracy does not mean that everything is on the same level. We must have demarcation. We must have standards."

JOHN J. TIGERT:—

"Education for knowledge efficiency alone will possibly enable a man who might have been a house robber or a highwayman to become the head of some great business concern where he can steal on a big scale, or to reach some position of political power in which he may wreck society."

Historic Linking *of* East and West

By HOWARD R. DRIGGS

Professor of English Education, New York University

On October 24 will be celebrated the seventieth anniversary of the first complete telegraph line to span the American Continent. Swift communication has been a vital factor in the promotion of national unity.

SEVENTY years ago out in pioneer Salt Lake City occurred an event that opened a new era in our history—the completion of our first transcontinental telegraph. On that date the Western Union lines were linked in that historic city, and the first messages were flashed across our land from coast to coast. The West was brought into electric touch with the East; the Nation's capital was put into quick communication with the whole country at the very moment when this service was vital. Remember, it was just three score and ten years ago when we were in the throes of Civil War "testing whether this nation might live."

Six months before this historic event the Pony Express riders had made their record run, carrying President Lincoln's inaugural message from Saint Joe, Missouri, through old Salt Lake to Sacramento. It had taken these daring American boys a few hours over seven days to cover that nearly two thousand miles of plain and mountain desert trail with that message. Now the telegraph line, strung over the same dangerous route by other daring Americans had been completed, the messages could be flashed across the country; news happenings in New York could be printed next morning in San Francisco. The transcontinental telegraph line had taken the place of the Pony Express.

OCTOBER 24 will be celebrated this year in the schools over our land. The day that marks the passing of America's first fast mail, and the beginning of trans-continental telegraph service should certainly not go unremembered. The Oregon Trail Memorial Association, which has already sponsored the Covered Wagon Centennial, is continuing its good work by marking the Pony Express Trail; and is now guiding the commemoration of the establishment of the first telegraph line across our continent.

That notable achievement will be brought closer to you by a bit of humanized history.

The westward tide of covered wagon migration had taken fully half a million Americans across the plains. Transcontinental mail to these folk away out West was handled principally by way of the Isthmus of Panama, requiring nearly a month between New York and San Francisco. The two overland stage routes were but a little faster. The Pony Express cut down the time for letters—at $5 each—to about twelve days. In a word, these pioneers out beyond the Rockies were practically cut off from their home folk back east; weeks, months, even years might pass before they could get letters back and forth. More than this, if the West was to be held within the Union, there must be a way opened for closer and more dependable communication.

Out of this need to bring the ends of the nation together came the Pony Express and the first continental telegraph. Every schoolboy knows something of the romance of the pony riders; the story of this romantic relay race, vividly pictured by Mark Twain in his "Roughing It," was the first selection in one of our old readers. The romance of the first telegraph line, however, has not been written nor pictured. Only scattered references to this achievement, fraught with danger and daring, are to be found; and these mostly in old newspaper files.

The Eastern end of the transcontinental line was built under the supervision of Edward Creighton; the western end under James Gamble. These men divided their forces into groups working on different sections of the line, and placed experienced telegraph builders in charge.

As the two lines progressed to their meeting point at Salt Lake City, the time required for communication between the Atlantic and Pacific coasts was gradually reduced. Each twenty-five miles the telegraph was pushed forward, a temporary telegraph operating station would be established, and the diminishing gap between the two lines would be run by the Pony Express.

AS the eastern forces that were building the telegraph began to enter the hostile Indian territory, Creighton realized he must put something of fear into the heart of the Indians to prevent their attacking the workers and tearing down the wires. He succeeded in getting two chiefs that knew each other to send messages arranging for a meeting at a point half way along the route on a certain day. They were told that the telegraph was the organ of speech of Manitou, the Great Spirit. When they finally did meet as arranged and related to each other their experiences with this strange invention, they were convinced that there was something supernatural about it all. This

thought was intensified after some of the inquisitive braves had been shocked by touching the "live wires." The story is enhanced with another of a brave who mistook a bottle of nitric acid for "fire-water." Thereafter the Indians kept away from the wires and apparatus.

When the work from the west began, Gamble took a party of fifty men, twenty-six wagons, loaded with telegraph materials, and 228 oxen over the Sierra Nevada Mountains to Virginia City, Nevada, to which point from Sacramento the line had been run. From there he built eastward through Ruby Valley, Egan Canyon, and Deep Creek, Utah. One group would stake off the line ahead, another set up the poles, while a third would string the wires. The work was pushed forward at about ten miles a day.

Hard pressed out on the desert for poles, Gamble went into the mountains with his frontiersmen to get scrub trees and haul them along the barren line. The race was on for the prize to be awarded to the party that reached Salt Lake City first. It was won by Gamble and his men. They finally made it to the capital of Utah on October 22, 1861. Two days later Creighton and his workers had their end of the line completed. The wires were connected on that day, and messages of good will and congratulations from President Lincoln and other leaders east and west began to flash back and forth.

Loaded with business from the very start, the first transcontinental telegraph became a paying venture. Although the Indians afterwards did gain courage to destroy sections of the line, it was kept in repair by a corps of brave linemen, who formed the backbone of the national communication during those days of civil struggle. The schools of our country will do well to keep October 24 of this year and each year hereafter as a date to be remembered in our nation's story, as the day when the Pony Express, a splendid American achievement, was supplanted by another romantic achievement in our history—the completion of the first transcontinental telegraph.

High School Faculty Conferences

By EVERETT V. PERKINS
Principal, Cony High School, Augusta, Maine

How to convert the frequently dreaded teachers' meeting into a pleasant and profitable occasion is helpfully considered in this article. A suggested program for an entire school year is outlined.

THE directors of a corporation meet frequently to talk over their business affairs. These meetings are a regular feature of the year's program; no one questions their importance. It is just as essential for teachers in a high school to come into conference to consider what things can be done to advance their work.

Purposes of high school faculty meetings.—High school teachers' meetings should not be held just for the sake of keeping up a custom or of complying with the wishes of some one in authority. If these meetings are to justify their existence they must bring definite and clearly recognized benefits to the teacher and to the school.

There are several things that one may well have in mind in arranging faculty meetings. The first aim is to unify the spirit and procedure of the school. The members of a high school faculty have had a great variety of training and experience; they are engaged in various kinds of teaching and other school activity; they are widely separated in the school plant, and some of them in a large institution hardly know the names of all their colleagues. There is a natural tendency for the teachers to become isolated and cliquish; this must be overcome, and good understanding and co-operation must be promoted if the maximum of good results is to be obtained. Successful teachers' meetings will unify the ideals, the aims, and the general policies of the school.

A second object of the teachers' meeting should be to improve the work of the classroom. We live in an age of progress. We do not care to employ a dentist, or an automobile mechanic, who is not up-to-date. In no field have more changes been made in the last few decades than in the realm of education. Teachers, by exchanging views, by listening to presentations of the most approved ideas on all phases of school life, by uniting heartily in helpful experiments and studies, can use faculty meetings as a means of keeping abreast of the times in their professional work.

Now and then special local problems will have to be taken up at faculty meetings. For instance, it might seem best to consider from time to time such matters as how to promote home study or how to enrich the assembly programs. But such things should be handled for the most part by committees, and when teachers make suggestions at faculty meetings about some school policy or detail of admin-

istration, it is better to refer the matter to the proper committee for consideration, rather than to take too much time before the whole group.

In his recent biography of Charles W. Eliot, James says that the great Harvard president used to size up his professors by their arguments and attitude at faculty meetings. I suppose that a high school principal has a similar opportunity. By the kind of ideas a teacher holds and by the way he presents them at faculty meeting, the principal can judge much concerning that teacher's spirit and capability. Let us hope, it may be added, that the head of the high school will have as much respect for independence of thought and discussion as did the head of Harvard.

Frequency of faculty meetings.—It is best to make these meetings regular. Regularity gives the meetings dignity and enables all teachers to make their plans to attend. It is desirable in most schools to have the gatherings biweekly. A weekly meeting is pretty strenuous both for those who prepare the programs and for the rank and file who merely attend. If there is more than a two weeks' interval between meetings, they lack continuity, and pressing school problems are apt to be neglected too long.

Day of week for the meeting.—There seems to be a general agreement that the faculty meeting should take place the first of the week. Teachers are rested after the week-end let-up and outside engagements are apt to be less pressing. Besides, the new week may bring new problems, which, whenever possible, should be taken up in advance. All things considered, Monday in most schools is probably the best day for teachers' meetings.

Best time in the day for the meeting.—The time of day should be such that haste and interruption may be avoided. Meetings at recess or just before school, where teachers come in and stand around for a few minutes to listen to a brief explanation or to take hasty action on the adoption of some policy, are almost never justified. It is generally agreed that after school is the best time for the meeting. Where schools have a one-session day and serve a substantial meal at the building right after dismissal, the best time for teachers to come together is probably directly after lunch. In schools that have two sessions it is doubtless best for the teachers to meet as soon as practical after dismissal.

The place of the meeting.—It is better not to have the meeting in a regular classroom. A new environment, one unsuggestive of the daily routine, is desirable. The library is an ideal place in many schools. Here there is a restful atmosphere. In schools of moderate size it is possible to have teachers sit facing each other in informal fashion. Now and then it is fine to have a luncheon meeting with the program directly after the meal.

Who should attend the meetings?—All teachers are expected to attend the faculty meeting. No one should be let off for less reason than that for which he would be excused from class work. With a regular schedule of meetings, announced well in advance, no one can say that he did not know a meeting was going to be held. All should arrange their work so that they can attend. Teachers who cannot plan their time so that they can go to a faculty meeting once in two weeks are poor organizers.

The spirit and policy of the meetings.—All teachers must be made to feel that they are not only classroom instructors but that they are members of the school faculty. The principal does not run the school arbitrarily, but its aims and methods are a result of a consensus of the best ideas of all the faculty. So it is with teachers' meetings. A committee is elected or appointed to arrange the program. The principal may be a member of this committee or he may not be. If right relations exist, his opinions will be sought before the committee has perfected its plans. But the principal will not impose his views upon the committee. Perhaps the teachers are not ready to adopt his policies; he might possibly be wrong in his point of view. The committee will plan the year's program in the fall (possibly better the previous spring), keeping in mind what they feel is for the best interest of the faculty and the school. It should be a part of the committee's duty to assign a chairman for each meeting of the faculty and to appoint one or two teachers to open each discussion. The committee should also indicate bibliography so that ambitious teachers may come to the meeting with "the lesson prepared."

In the faculty meeting the principal should keep in the background as much as possible. He may better ask a thought-producing question than give a long speech; he may better sum up or supplement what has been said rather than present many new ideas of his own. He will do all he can to promote thought and discussion on the part of the group. It is well for the presiding officer to ask the principal before the end of the meeting if he has any special comments to make.

Things to be avoided in faculty meeting.—So many abuses are apt to creep into the ordinary high school faculty meeting that it is well to make a list of the things which should be avoided:—

1. The principal should not give out verbal notices and suggestions regarding school procedure. These should be mimeographed and distributed to the teachers.
2. Teachers should not make a practice of talking over the failings of individual pupils. This does no good and may stir up disastrous prejudices. Besides, it is not an observance of the Golden Rule to talk unkindly about people behind their backs.

3. The principal should not use the faculty meetings for scolding the teachers. Seldom are very many of them guilty of the same offence, and he should talk with each of them privately about his or her peculiar weakness.
4. A few loquacious teachers should not be allowed to monopolize the time.
5. No discussion should ever be allowed to drift into unfriendly controversy.
6. Meetings should seldom be continued beyond their regular length, which may well be about one hour.

A suggested year's program of teachers' meetings:—

1. Reports on interesting summer experiences.
2. Supervised study. Plans in vogue in different schools—advantages claimed—needs and opportunity in our school.
3. Education week—its purpose and plan, and how we shall observe it.
4. Evening meeting of a social nature in the school gymnasium—dancing, cards, refreshments—each teacher may invite one guest.
5. Systems of marking—purpose of marks—report on distribution of marks in various departments—for what definite qualities should the different marks stand?
6. Objectives in secondary education—are we attaining them in our various departments?
7. Being professional—do teachers hold jobs or follow professions? Discussion of various codes of ethics for teachers—should this faculty adopt one?
8. Teachers' pensions—speaker from state department of education.
9. Good discipline. What is its essence? How may we improve the discipline of this school?
10. Intelligence tests—teachers to take a typical test to acquaint them with procedure—teachers to correct their own papers and keep them for reference.
11. Teacher rating plans—discussion of various methods—teachers to be given some plan and encouraged to rate themselves.
12. How the pupils may rate the teacher—charts suggested—would this be advisable in our school?
13. Home room policies—reports of things accomplished in some of our home rooms.
14. The value of community contacts on the part of teachers—are we doing all we can to develop these?
15. The benefit of teacher interest in extra-curricular activities—should this interest be general or directed only towards special matters over which the teacher has supervision?
16. Encouragement of pupil participation in the work and management of the school.
17. Making the summer vacation count for professional progress.
18. Proposals for next year—What new things should we attempt?

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Training the Sympathies

By ERNEST A. LEGG

Hartford, Connecticut

HUMANE education if properly presented can be made to perform a very important function in the process of character formation.

When the problem before us is the training of boys and girls in attitudes of mercy and kindness and the development of a sense of justice and of social responsibility the humane educational program comes to our aid as a particularly effective method to accomplish that end. That the cultivation of these attributes is important admits of no debate. Indeed, it is as highly essential for the good school to turn out boys and girls who shall exemplify these characteristics as it is to promote classes of grade A pupils from year to year, for the real product of the elementary school is not scholarship, but young folks who shall become citizens, neighbors, friends, fathers and mothers.

The humane educational program is designed to make good citizens, tolerable neighbors and likable friends, folks that can be lived with with pleasure and benefit to the community. The process by which this is to be accomplished is both didactic and practical.

It makes use of one of childhood's most common endowments, that has hitherto been rather neglected as an educational asset. I refer to the almost universal love for animals and the keen interest that children take in animals and animal stories. Here is a dominant interest so universal that it can be used with success in a group of children of varied background and environment. Children are not only interested in animals but crave their companionship. They want pets, and most children have some kind of association with animal life that partly or wholly satisfies that desire. The writer has questioned thousands of children, and found that there is nothing that stirs such immediate and enthusiastic response as do questions about their pets. The child that doesn't have a pet or association with some form of animal life usually admits it with a wistfulness that is not hard to interpret. Here, then, is a natural and ready-made avenue of approach to every child's heart. The springs of character can be reached through the child's relationship to animals in a way to provide immediate and permanent results.

THE boys that are influenced to be merciful and kind to the animal life about them through their love for some particular dog or cat, horse or calf, that may be their own special care, are developing an attitude toward life that will reveal itself in the character they possess when they become men. As they learn what responsibility means to their animal friends and what justice demands of them, they are unconsciously being moulded into young citizens that shall by and by reveal these necessary qualities in their human relationships and the whole community in which they live be benefited by their presence.

The methods by which the teacher can introduce these topics to her classes are manifold. Some states require that a definite time be set apart each week for instruction in kindness to birds and animals, and in states where this is not compulsory there are superintendents and principals who arrange for such a period to have a place in the school curriculum. The usual method, however, is that of correlation, linking the humane idea and purpose with almost every subject in the course of study. Reading, composition, nature study, civics, geography, health and hygiene, art, music, vocational guidance, all lend themselves repeatedly to such correlation in a sane and impressive way without making the subject sentimentally weak and repulsive. Pageantry, dramatics, and moving pictures may all be used to emphasize the needs and value of humane attitudes and practice toward all sentient life. Much still needs to be done to eradicate a cruelty to animals that is unspeakably horrible as practiced in some sections and by some people although conditions today are infinitely better than they were 100 years ago when the agitation against cruelty was just beginning. The hard-hearted, the cruel, and even the sadist are still to be found inflicting innocent life with tortures that only the beasts can endure in silence. To witness and know of such things and not make an effort to overcome them is to suffer moral degradation. To help rid the world of some of this unnecessary pain and suffering is a sufficient aim in itself to enlist the interest and efforts of every true teacher.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Emotions in the Classroom

AN EDUCATIONAL system which has produced the mentality responsible for our great industrial expansion can scarcely be charged with failure in spite of the loud cries of those who would uproot all past procedure and replace it with untried but plausible substitutes.

If there has been a failure in past procedure it has been due, not to an inability to cultivate the intellect, but to a shortsightedness in viewing the whole child. To the present moment, when the child enters the classroom anywhere in America, intellectual conditions are the first and in most cases the only consideration. Schools are gradually, to be sure, accepting the theory that the child's body is a necessary adjunct of his mind, and are making more or less provision for its proper care, but two major departments of human experience, the cultivation of the natural powers of the child and the development of proper emotional balance, to say nothing of spiritual aspects involved, are non-existent in average school consciousness.

Now this is a queer but fatal oversight; queer, because the *power* and *emotional* sides of the child's existence are so much in evidence every moment of the school day. Let us deal here specifically with the emotional element. The teacher is constantly observing it, being irritated or pleased by it, tracing successes or failures to it, making reports to parents and principals about it. Behind everything the child does, every attitude he takes, is an emotional impulse.

The teacher, also, brings an emotional life peculiarly her own into the classroom. In the very act of imparting knowledge she displays her emotional nature, and not a small part of her success or failure is due to this very side of her.

If Jack displays a surly attitude towards arithmetic, he is subjected to compulsion, his will overridden, and obedience compelled; the very act of compulsion often exhibiting to a whole class an emotional defect in the teacher which is as reprehensible as the one it seeks to correct.

The problem of character education is to develop a technique as effective in the emotional field as our present technique is effective in the intellectual field.

The child is primarily emotional and only in a secondary way, intellectual. Classroom procedure must take into consideration the character shortages, that is the emotional shortages of its charges, in even a more complete way than intellectual shortages.

Question—You speak as though character training were largely a matter of developing correct emotional attitudes.

Answer—Exactly! Every day experience constantly proves that knowledge in itself is no builder or even safeguard of character; in the same way, experience is not necessarily a builder of noble character. The way a person feels towards life, his brother, his duties, his responsibilities, determines his life and the measure of joy he gets out of it.

Character is independent of intellectual stature as anyone who has come into contact with life well knows. The same is true in the vast field of experience.

How necessary, then, becomes a new attitude on the part of the school, in which every effort will be made to create around the growing child, those conditions of growth which will insure the development of the best and noblest impulses.

Let us consider certain elements in the following story:—

THE UNSPOKEN WORD

From Egan's Monthly Service in Character Training. Copyright.

SARAH was a beautiful girl. Her voice was low and sweet-toned; her eyes were a wonderful gray that sparkled when she laughed. Her hands, while showing signs of hard work, were always soft and clean with shining finger nails. Her dresses, in spite of the fact that she had little with which to work, were the envy of everyone about. There was style to them, a touch here and there that made them different.

Because of her good humor and sweetness, Sarah was a favorite among her friends. People trusted her. They knew when they walked away from her that she was not passing cutting remarks about them, and they knew when they approached her that her smile of greeting and her cheery word did not mask an unpleasant thought or two. In addition to all these lovely qualities Sarah was first in all her studies. She was bright and she worked hard. No wonder that she stood highest on the list.

There was sharp competition in the Lincoln School between Mrs. Farnum's room and a room taught by a young man. Week by week, in attendance and deportment as in studies, the struggle in the two rooms had gone on. At last the principal, in order to settle the ownership of the school flag, decided to give a one-question test. The class scoring the highest rights was to have the flag.

In order to make the test more exciting it was given in the big hall with everyone looking on. At the principal's command, a champion approached the centre of the stage and stood facing the audience. In a clear, easily understood voice the principal asked a question taken from the subject matter of the grade. If the champion answered correctly a score was given that side on the portable blackboard off to the left.

Sarah on her side and Ben Edwards on his were the last two to be called. As they went forward the score was thirty-seven to thirty-seven. You may be sure there was a deep stillness in the hall as the principal gave Ben his question. Ben smiled, then a sort of panicky look came into his eyes. He glanced at Sarah. She seemed as panicky as he. The principal had chosen a question that was a real test.

Ben grinned a little as he said in a low voice: "I do not know." He felt sure Sarah did not know the answer, either.

While Ben had been struggling with the question, Sarah's eyes were caught by the strained face of one of Ben's classmates. The little girl's lips were moving. She was saying something over and over. Sarah watched her lips as though fascinated. Suddenly the meaning came to her.

"Stethoscope!" Why, *that* was the answer to the question.

The principal was speaking.

"Sarah," he said, "what is the name of the instrument a doctor uses in examining the heart?"

Sarah hesitated.

"Do you know the answer?" asked the principal. Sarah nodded her head.

"Well?" the principal's voice held a little irritation.

"I know the answer," replied Sarah, "but—"

"But what?" asked the principal.

"I shall not say it."

There was an amazed silence in the big room, then an excited whisper began to travel about.

Sarah distinctly heard a classmate say: "She won't answer because Ben failed. She *likes* Ben."

Sarah's face turned crimson. With a little defiant flaunt of her head she whirled about and left the platform.

"Your conduct was most unladylike and most rude," said the principal in his office, five minutes later.

"I did not intend to be unladylike or rude," said Sarah as she wiped her eyes.

"Then tell me the meaning of it all."

Sarah hung her head.

"If you do not," said the principal severely, "I shall have to put you down a class for a week as a punishment."

In what way does emotional attitude give interest to this story? What would most children, with less emotional balance, have done?

Can you analyze the conflicting *feelings* that came over Sarah when the "word" that would win the match came to her?

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

Values

By Rachel L. Dithridge,
Hollis, New York.

I'd like to give Anna
A mark for her smile.
A high mark it would be,—
Higher than she can earn
In the dreaded "Mid-terms."
As she sits there in front
Of my desk—every day
She helps me in many more ways
Than by keeping the roll.
I say to myself:
Anna's cheerful rebound
To the hardships of life
Is an asset more precious
To her and to others
Than is the amassing
Of mountains of facts.
And I read in the books
That, nowadays, attitudes
Count above skill.
Can I learn to ignore
Those vexatious low marks?
—This is heresy, surely!—
And insert a few good ones,
For that friendly smile?
For those words of good cheer?
I think I must risk it!

BOOK TABLE

PRIMARY MUSIC.—As It Sounds, As It Sings, As It Looks. By Arthur Edgar French, Revere, Massachusetts. The Arfredgar Press.

Arthur Edgar French of Revere, Massachusetts, has created a remarkably suggestive and useful professional triangle for music teaching. In all music teaching he has children start with a clear appreciation of sound motive. When this is clear and impressive the motive is written on the blackboard and sung by the children as it looks, after which the new motive is discovered in the song and sung as a part of the melody. This is rote singing associated with eye training in a new and original way. The auditory vocal exercise (as it sounds, as it sings) is followed up and perfected scientifically and artistically by singing from the blackboard or a book "as it looks" in the context.

This phrasing in the Arfredgar Primary Music as it sounds, as it sings, as it looks, has made a distinct impression upon music teachers. It is as effective in use as the traditional phase, "Thirty days hath September, April, June and November," etc., which has enabled millions of people to remember how many days there are in these months. A and B of the Arfredgar Series of Primary Music has already sold the idea to music teachers wonderfully.

The author states his philosophy and practice clearly: The first lessons in English reading present words, phrases and simple sentences to the eye as wholes. In music, the melodic figures and motives, respectively, correspond to the word-wholes and phrase-wholes in the spoken language.

I FIND MY VOCATION. By Harry Dexter Kitson, Teachers College, Columbia University. Cloth. 216 pages. New York and London: McGraw-Hill Book Company.

Every teacher, whatever subject she teaches, must help to prepare every student to live a social, civic, and financial life.

Every teacher should read one book like this with care once a year. This is as important as that she read devotedly one new book, at least, on the subject that she is teaching.

Specializing is no longer adequate for any teacher. Teaching youth is a universal need. Teaching mathematics, chemistry, literature is incidental to the teaching of youth.

There are fifteen pages of this book devoted to lists of occupations, trades, and professions in which one could be profitably employed if he could have enough work for five hours a day, five days in the week all the year. "Jack of all trades and master of none" was an important warning in ye olden times. To be skillful in one job and have no job is equally serious now.

This book takes life seriously. It deals with all phases of life of all classes of men and women while learning to learn to earn a living. It helps one to get a job, to keep the job, to live at home, in the community, keeping step with industries and other conditions in good times and hard times.

It is an important new book.

TUMBLING, ILLUSTRATED. By L. L. McClow, director of Physical Department, South Chicago Y. M. C. A. Illustrations by B. N. Anderson, assistant director. Cloth. 212 pages (6 by 9). New York: A. S. Barnes & Company.

Reviewing this book was the best recreation imaginable. There are three thousand pictures of fellows tumbling in fifty-seven scientific athletic stunts. If you think there is any stunt omitted that should be practiced for physical culture send for the book and see for yourself.

All conceivable equipment of belts, robes, and lunging belts are described, and when to use everything for protection and exhibition.

Every conceivable attitude is clearly demonstrated with or without apparatus.

We have never seen anything like this before, and we never expect to see anything like this again. We have been greatly interested in the infinite variety of games invented and created for daily paper use in 1931, but not all the daily papers combined have had three thousand pictures of fellows doing fifty-seven varieties of tumbling stunts as are here pictured for the South Chicago Y. M. C. A. athletic directors.

SCHOOL NURSING. By Mary Ella Chayer, Teachers College, Columbia University. Introduction by Katherine Tucker. Cloth. 310 pages. New York: G. P. Putnam's Sons.

School health activities are among the important innovations of the famous inflation of education of the decade 1920-1929. There is no phase of health school activities that has secured more important public recognition than school nursing.

We recall the experience of a school principal in New Jersey, where the first intensive school health work was introduced.

The principal of the most important elementary school was a forceful opponent of the whole business, styling it "Folderol."

One day a small boy came rushing into his office saying: "My mother is having a baby and she wants you to bring her some hot water," and away the boy ran.

There seemed to be nothing for Dr. ——, a graduate of Harvard, to do but carry a pitcher of hot water to the woman, living near the school, and whom he knew.

The physician for whom she had telephoned was delayed some time.

That principal became the chief booster of school nurses and all other school health activities.

The woman, in that emergency, knew that the schools were rendering various phases of health service, and why should it not send her a pitcher of hot water?

It may be "folderol," but the schools are rendering inestimable service to the country especially in the promotion of the health of families.

School nurses often meet a need that can be met by the public in no other way.

This is especially true now that so many physicians are merely specialists, and so few are of family service.

No one can be acquainted with this latest publication on "School Nursing" without realizing what it must signify to America to have school nurses who are as intelligent in health matters as they must be if they study this remarkable assembly of health information, and get the spirit of service that it broadcasts.

Books Received

"Columbia University Bulletin of Information," University Reports. Morningside Heights, New York.

"Science of Human Living." By M. and W. Corwin. "Science of Discovery and Invention." By M. and W. Corwin. San Francisco, California: Harr Wagner Publishing Company.

"We Are Alaskans." By M. L. Davis. Boston: W. A. Wilde Company.

"The Music Hour." By McConathy, Miessner, Birge, Bray. Newark, N. J.: Silver, Burdett & Company.

"Mechanical Drawing." By Boggy, Denzler, Walter. New York City: McGraw-Hill Book Company.

"Better Typewriting." By Gardner. New York City: Prentice-Hall, Inc.

"Dramatics." By Pearl Le Compte.—"All School Activities." By F. C. Borgeson.—"The Football Quizzer." By William J. Sheeley.—"Tumbling Illustrated." By McClow.— "Health Through Projects." By G. D. Brock.—"Group Interest Activities." By F. C. Borgeson. New York: A. S. Barnes & Company.

EDUCATION IN ACTION

Retarded Pupils Singled Out for Aid

Rochester Schools Pioneered in the Organization of Special Classes for Mentally Handicapped Pupils

ROCHESTER, N. Y. — Rochester was one of the first cities to organize special classes for the seriously mentally retarded pupils in its public schools, according to A. Leila Martin, director of the child study department in that city. In 1906 such a class was in operation. A specially trained teacher and a physician were appointed to study problem pupils and to select those who needed special educational programs because of mental retardation; also to organize and supervise classes which would meet such special needs.

In 1918, says Miss Martin, this original child study department became two departments—the present child study department, which took over the diagnostic, research and guidance phases of the work, and the department of special education. The department is now organized as an advisory bureau of child standards at the service of those working for the betterment of educational methods and administrative techniques, and is designed to assist principals, teachers and parents in the better understanding of individual children. It gives help in the analysis of the factors causing such symptoms as failure in school work, delinquency or mental disorganization.

The thirty-four elementary schools of the city with an approximate pupil population of 33,100 are districted so that ten of the child study staff have schedules which allow regular service in each of thirty-seven for two days a week or less, depending upon the needs of the school. The other eight schools of the system are visited at irregular intervals following special requests for studies. The six junior and junior-senior high schools with a pupil population of 10,880 have four school psychologists working on a two, three or four day basis, depending upon the size of the unit.

Every day by appointment examinations are made at the central office. Here there are six small rooms where psychological and educational tests may be given and where pupils, parents and associated workers may be interviewed. There is also a general record and stenographic room for the use of the department as a whole.

Practically every school has a school physician and a school nurse. Children needing special physical examinations are directed to family physicians or to hospital clinics.

Schools Order Ban On Pupil Pastimes

NEW YORK.—At the opening of all public schools in this city for the fall term, Dr. William J. O'Shea, Superintendent of Schools, laid down ten rules for pupils intended to prevent the possible transmission of infantile paralysis germs from one child to another. The list of precautionary measures was contained in a circular letter to all principals and district superintendents. Strict observance of the rules on the part of teachers and school administrators was ordered. Dr. O'Shea made the following suggestions as "pertinent to the situation": Arrange for pupils to go directly to their classrooms, thereby avoiding line and mass formation in play-yards, stairways and halls; provide an individual seat for every pupil; limit department and other class changes; use stagger system for dismissing and admitting pupils at noon and at the close of the school day. Employ the same system for lunch and recess periods; insist that the lunchroom personnel exercise the strictest kind of hygienic care; discontinue temporarily the use of apparatus in play and in exercise, and devise against the joining of hands as in dances and games; assembly exercises in all schools and gymnasium exercises in elementary schools should not be held; emphasis should be placed upon the proper use of drinking fountains, sanitary care of toilets, frequent hand washing, covering coughs and sneezes and in the hygienic care of wardrobes; discontinue, for the present, the use of swimming pool and shower bath activities; remind pupils to exercise the greatest caution at this time to safeguard their own health and that of others.

School Survey Faces Cancellation

ALBANY.—Because of Governor Roosevelt's failure to recommend to the Legislature, during its special session, that an appropriation of $50,000 be made to defray the expenses of the State Education Department in conducting a pedagogical survey of the New York City schools, the department, it was said, may be forced to cancel the survey. It was pointed out by an official of the department that the Governor's failure to comply with the request of the Board of Regents that he recommend the desired appropriation had placed the department in an awkward position. Having by resolution directed that the survey be made, and also having appointed an advisory commission of several leading educators to assist in the task, the regents are now confronted with a need for funds without which it will be impossible to meet the expenses that will necessarily be incurred, it was pointed out.

From Ditch Digger To University Secretary

HOLLYWOOD, Cal.—Earle Swingle, who the previous week was a pick-and-shovel ditch digger, is now executive secretary of the University of Southern California, at Los Angeles. Dr. Ernest Carroll Moore, president of the university, was seeking a man to be a sort of ambassador between the departments of the institution. Swingle was recommended for the place and after an inquiry he was judged well fitted. To remind him of other days Swingle has placed a pick and shovel in each corner of his new office at the university.

School Laws And Amendments

WASHINGTON.—The adding of new school laws and amendments at each session of the Legislature over a period of many years generally results in illogical arrangement, duplications and sometimes inconsistencies in school laws, says the United States Office of Education. The primary aim in the enactment of a new code is to secure a logical arrangement of the law and to eliminate duplications, inconsistencies, deadwoods, etc., says the office.

Education to Cost Less in Arizona

PHOENIX.—It will cost $263 less to educate the children of Maricopa County during the coming school year than was the cost last year. All school districts reduced their budgets from five to twelve per cent. The decreases were in keeping, it was explained, with a lower valuation in most instances, on taxable property.

LANGUAGE DISPUTE

Acrimonious Political Debate Rages in Germany

BERLIN.—The acrimonious political debate over whether French or English should receive first place among the modern languages taught in the secondary schools illustrates how deeply and pervasively the life of Germany is shot through with politics, foreign as well as domestic.

Over what in the United States would be regarded as a purely educational question minds here are inflamed by partisan and national aspirations and prejudices. The advocates of English are charged with obscurantism and blocking Franco-German understanding, the proponents of the French are cried down as unpatriotic Francophiles or Marxists, and the voices of the pedagogues, in a matter which ought to be settled on pedagogic grounds, threaten to be drowned in the embittered political choruses.

After the war modernizing and democratizing tendencies introduced much greater flexibility and variety into the German secondary school system. One result was the gradual displacement of French from its traditional propriety by English, which now holds first place in half the schools.

The process of variation having gone to a degree regarded as excessive in authoritative quarters, the governments of the Reich and Prussia are moving toward closer equalization, and this has brought the question of French versus English to the fore.

Post-war invasion of American business, literature and the like added its impetus to the movement toward the English language.

"Business Board" Urged by Educator

NEW YORK.—Organization of an administrative body with ample powers to put a stop to "cut-throat individualism" in business and show the way to stabilization was urged by A. L. Pugh, chairman of the High School of Commerce, economics department, at a conference of more than 300 teachers of economics and economic geography in the senior and junior high schools here. He held that a body similar to the War Industries Board should be organized with a membership composed of men like Bernard M. Baruch, who would be able to promote co-operation in big business.

College Aid Move To Reduce Jobless

WASHINGTON. — Through the increasing of scholarships and student loans, acceptance of work and promissory notes for tuition and other methods, universities and colleges are co-operating actively with the President's organization on unemployment relief in encouraging students to continue their education this year, according to Fred C. Croxton, assistant director of the organization. Pointing out that suggestions for these kinds of assistance had been made by his organization, Mr. Croxton said that scores of letters have come in "pledging the finest types of service."

Norwegian Youth Learning to Swim

OSLO, Norway. — More than half the boys and girls of Norway are now able to swim, it has been announced here, as a result of the voluntary system of teaching swimming introduced into the schools in 1911, when only one-tenth of the boys and but a twentieth of the girls could swim. Oslo has free bathing places on Hovedoen, a beautiful island in the fjord, where the bottom has been cleared and made into a beach with fenced-in places for the children. Recently 14,000 children were bathing at one time. Here one may have free swimming lessons, for the municipality keeps teachers for that purpose.

Birth Rate Drop Affects Attendance

VIENNA.—The effects of the dissolution of a great empire and of the economic penalties of being restricted by international treaties to the narrow markets of the little Austrian Republic speak clearly in the latest birth-rate figures in Vienna. Before the war the number of children born alive every year in Vienna was between 40,000 and 50,000. By 1925 the figure had shrunk to 26,000 and in 1929, the latest year for which statistics have been published, it had fallen to 16,500. It is already known that the figures for 1930 and the first six months of 1931 show another heavy drop. The school authorities are already at pains to find employment for all their teachers in consequence of the reduced attendance, and state that in a few years' time they will be confronted by empty classrooms.

RURAL TEACHER TRAINING

Office of Education Summarizes It in Odd Manner

WASHINGTON. — How much training have the teachers of the 153,000 one-room rural schools of the United States is a question answered by a recent summary of the United States Office of Education.

"If all the teachers of one-teacher schools stood side by side, their ranks would extend in an unbroken line eighty-seven and one-tenth miles," says the office. "Assuming this army of teachers were arranged in such a way that one having received the least amount of training stood at one end and the one having received the largest amount of training at the other, a person reviewing this company would find it necessary to walk a distance of eight and one-half miles before coming to a teacher with a training equivalent to two years of high school.

"What of the composite teacher of this group?

"Since men teachers are a great scarcity in one-teacher schools the typical teacher is a woman about twenty-seven years old. She would have a total education of four years and one month above the grade school; her teaching experience would total two years and six months; she would receive an annual salary of $874; she would have under her care a total of twenty-two farm children, and she would be employed in her school for a total of 152 days a year.

"Although one-teacher schools are being abandoned at the rate of 4,200 per year in favor of consolidated schools, one-teacher schools still open their doors to more farm children than any other type of school."

Tries Blackmail For Tuition

PRAGUE.—The writing of threatening letters to extort money was the bright idea of a high-school girl in Brunn. Several prominent persons received letters threatening to expose

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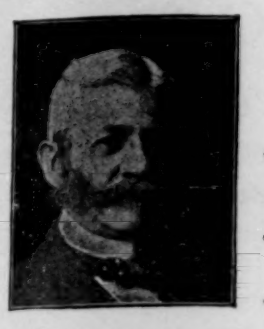

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secrets unless they sent sums of money to a certain postoffice near Brunn. They were warned that if they refused, vitriol would be thrown at them, and one leading merchant was told: "It is your innocent children who will be made to pay the penalty of the refusal." When the police arrested the girl as she called for replies, they thought at first that she must be getting them only for another person. She readily confessed, however, saying that she was eager to continue her studies at the University of Prague, and saw no other way of getting the necessary funds.

From Schoolma'am To Stage Star

ROCHESTER, N. Y.—From schoolma'am to stage star was the meteoric ascension of Miss Ethelyn Koepke recently. She was literally snatched from the teaching class in the Municipal Museum of Rochester, N. Y., and placed in the ingenue lead of a New York show. When the leading lady of the show was suddenly taken ill the manager frantically scoured the town for an intelligent and petite blonde to substitute. His aids found Miss Koepke, brought her back to the manager, and after a fifteen-minute interview, offered her a six-weeks' contract. She accepted.

Wesleyan Reaches Hundredth Milestone

MIDDLETOWN, Conn.—Although Wesleyan University will not celebrate its centennial until early in October, it was exactly one hundred years ago September 20 that the institution was opened with forty-eight students and faculty of four members. In the century that has elapsed since the quaint old buildings of sturdy, simple design, built of brownstone from nearby quarries, first became known as Wesleyan, tremendous changes have taken place in the college, which has survived various crises to find its property multiplied now 120 times and its endowment among the highest in ratio to the number of students. The first faculty consisted of President Wilbur Fisk, Professors Augustus W. Fisk and John Mott Smith and W. Magoun, tutor. President Fisk has been head of the preparatory school near Springfield, known as Wesleyan Academy, which is now Wilbraham. The first student to matriculate was Osmon C. Baker, who later became a Methodist Bishop. At the first graduation, in 1833, six seniors received diplomas.

Wellesley Freshmen Favor Bicycles

WELLESLEY, Mass. — The 400 freshmen enrolled at Wellesley College have come out strongly in favor of following last year's custom of riding bicycles about the campus. This two-wheeled transportation is most important in solving the problem of getting from one building to another on time when classes come close together. It's an old college custom, this biking to class, necessitated by the distances between freshman houses and recitation buildings.

Schools Must Display American Flag

JEFFERSON CITY, Mo. — Miss Emma Knell, Carthage, Mo., sole representative of her sex in the last Missouri General Assembly, was successful in the sponsorship of her favorite bill.

Now a State law, it provides Missouri public schools must display the American flag during all sessions. Under an opinion of the attorney-general it applies to all schools receiving funds from the State Treasury.

School Bus Rules Urged at Hearing

BOSTON.—Need for some definite control of school buses in Massachusetts was emphasized during a recent meeting of the Governor's Committee on Street and Highway Safety. Lloyd A. Blanchard, secretary, reported that there is no regulation of the school bus in Massachusetts and said that the commission had received complaints of overloading and other offences which should be curbed at once. He urged that action be taken immediately to draw up rules and regulations for presentation to the Legislature for action. Mr. Blanchard recommended that the regulations include a ruling that all school buses be marked as such and that all operators of the vehicles be over 21. He urged that the Registrar of Motor Vehicles be in control of the supervision of school buses.

U. S. to Have Tenth Municipal University

OMAHA, Neb.—The tenth municipal university in the United States is being planned by Omaha, Nebraska, whose citizens have approved plans for the establishment of a four-year university, to be supported by a mill tax. The following are the nine municipal universities or colleges known to exist at the present time in the United States, in order of their establishment on the municipal basis: College of Charleston (South Carolina), 1837; University of Louisville (Kentucky), 1837; College of the City of New York, 1847; Hunter College of the City of New York, 1870; University of the City of Cincinnati (Ohio), 1871; University of Toledo (Ohio), 1884; University of Akron (Ohio), 1913; University of the City of Detroit (Michigan), 1923; Municipal University of Wichita (Kansas), 1926.

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Favor Oath For Teachers

ATLANTIC CITY, N. J.—A resolution favoring the bill to be placed before Congress this winter requiring teachers to take an oath of allegiance, was adopted at the closing session of the New Jersey Council of the Daughters of America in its annual convention here recently.

Chicago Teaches Pupils By Real Sales in Shops

CHICAGO.—Chicago schools are offering a course in salesmanship to high school pupils in which they get actual experience in stores. They work in a group of co-operating stores, where their progress is surveyed. "The objectives," said Grace E. Munson, of the city's Bureau of Child Study, "are to give the young salesman information that will aid in meeting the requirements of a steadily rising business standard, to acquire the right attitude toward business in general and the idea of service in particular, and to understand the sale as a mental process, based on psychological laws."

Compulsory Plan In Soviet Schools

MOSCOW.—On the anniversary of last year's decree making elementary education compulsory, it was stated that at the present time there were 17,500,000 children attending school. This was eighty-two per cent. of the total number of children of school age. Of these 17,500,000 children, 15,500,000 are between eight and ten years of age. Compared with the Tsarist regime, this is a big increase, for the highest school attendance figure then attained was 7,000,000. Studies are being conducted in seventy different languages, and during the present year 90,000 new teachers have been recruited.

Counties Take on More Responsibility

WASHINGTON. — Recent legislation shows a trend toward placing greater responsibility upon the county as a unit in educational administration, according to the United States Office of Education. This responsibility has shifted from the district and not from the state. The county unit system for school administration has been fairly well developed in the following states: Alabama, Florida, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Tennessee, Virginia and Utah.

Legislative Enactments On Pupil Transportation

WASHINGTON.—Legislative enactments providing for pupil transportation and tuition appeared in more than one-third of the states during the biennium 1928-30, says the United States Office of Education. The provisions enacted on the subject reveal considerable effort to increase school attendance, especially in secondary schools, by facilitating school accessibility. School efficiency and economy seem to favor this method, says the office.

Youth's Tuition Paid With Farm Products

BARBOURSVILLE, W. Va. — A youth who came off a farm to enroll as a student at Morris-Harvey College and who brought a two-year-old steer, five bushels of potatoes and thirty bushels of apples along with him to pay his school expenses, was enrolled as a full-fledged student. The steer was butchered and the potatoes and apples were in the college storage bins for use in the cafeteria. Leonard Riggleman, president, recently announced farm products would be accepted for student expenses because of economic conditions.

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Grins Between Grinds

Matter o' Money

During an intense love scene in the movies, when the hero was doing his stuff, wife nudged hubby and said:

"Why is it that you never make love to me like that?'

"Say," he replied, "do you know the salary that guy gets for doing that?"

Torture

The imp went up to old Satan and said he was sure making a bunch of women suffer.

His Satanic Majesty—"How's that?"

The Imp—"Well, I put them in a room where there are one hundred stylish hats and no mirror."

Continued Penalty

Lawyer—"Will $25,000 for breach of promise be punishment enough for him?"

The Aggrieved—"No! I want him to marry me."

Advice to Campers

Extract from essay of a fifteen-year-old schoolgirl:—

"When we go camping we must keep the place neat, we must be very careful to put out our fire. This is God's country; don't burn it up and make it look like Hell."

Why Worry

A little fellow of five years fell and cut his lip so badly that the doctor had to be summoned to sew up the gash. The mother in distress could not refrain from saying:—

Mother—"Oh, doctor, I fear it will leave a disfiguring scar on his upper lip."

Tommy (looking up into her tearful face)—"Never mind, mamma, my mustache will cover it."

Diplomacy

The admiral, who was conducting an examination for the Navy, was addressing one of the candidates.

Admiral—"Who, in your opinion, are the three greatest sailors in British history?"

Student—"I'm sorry, sir, I didn't catch your name when I entered the room, but the other two are Nelson and Drake."

My Wife's Shoeman

"I hear that women can bear pain better than men."

"Who told you, your doctor?"

"No, my shoemaker." — Passing Show.

Mexico to Teach by Mail

The University of Mexico has decided to establish correspondence courses in Mexican history and Spanish language, primarily to spread native culture. University credit will not be given for the courses. The course in Mexican history is divided into two parts, the first dealing with the pre-Cortesian epoch and early colonial and republican times up to 1900, and the second covering the modern period from 1900 to the present.

After School

A house should have a cookie jar,
For when it's half-past three,
And children hurry home from school
As hungry as can be,
There's nothing quite so splendid
In filling children up,
As spicy, ginger cakes,
And sweet milk in a cup.

A house should have a mother
Waiting with a hug,
No matter what a boy brings home,
A puppy or a bug.
For children only loiter
When the bell rings to dismiss,
If no one's home to greet them
With a cookie or a kiss!

—Helen Welshimer,
In Good Housekeeping.

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